

COURSE DESCRIPTIONS

ELD Summer School Enrichment for Newcomer English Learners

A Newcomer is defined as a student who has been in the United States for less than 3 years and who speaks a language other than English at home. This program is aimed at supporting the specific needs of newcomer English Learners as they pertain to developing beginning English language skills, acclimating to the U.S. school system, and building or strengthening students' native language skills. Incoming 1st-6th grade students will participate in tasks that address the needs of ELs at the emerging level. Teachers of this course will focus on foundational literacy skills while addressing the collaborative, interpretive, and productive language development of newcomer ELs in preparation for a successful school year.

Intermediate School Math Bridge (7th to 8th grade students)

Teachers will be working with incoming 8th grade students in one of two “courses” – an acceleration bridge or a support bridge. These are no credit courses. Each teacher will have two groups of students (an early morning and a late morning). Each group of students will participate in 2 hours and 45 mins of class time per day for 3 weeks, days vary each week. **The acceleration bridge** is for the Math 7 student that has the potential to be successful in 8th grade Algebra 1 next year. In the acceleration bridge, teachers will cover the Math 8 content standards taught in Math 7 Honors using a combination of direct instruction, small group work, performance tasks, and essential assessments. **The support bridge** is for the Math 7 student that may have struggled with the Math 7 curriculum intermittently throughout the school year. The support bridge will cover essential Math 7 content and basic math skills to help support success in Math 8. In the support bridge, teachers will use a combination of ALEKS, collaborative group work, hands-on activities, and direct instruction. Offered in Session A only.

Bridge to High School Algebra (8th to 9th grade students)

Teachers will be working with incoming 9th grade students. This is a credit/no-credit course and students can earn 5 elective credits of original credit towards high school graduation. Each teacher will have one group of students. Students will participate in 5 hours and 45 minutes of class time, for 3 weeks, days vary each week. The course will be face-to-face and follow the typical summer school day. The bridge to high school algebra is for the Math 8 student that may have struggled with the Math 8 curriculum intermittently throughout the school year. The bridge to high school algebra will cover essential Math 8 content and basic math skills to help support success in high school Algebra 1. Teachers will use a combination of ALEKS, collaborative group work, hands-on activities, and direct instruction. Offered in Session A only.

Math and Science Blended Credit Recovery Teacher

A blended program of online and in-seat, credit recovery for earth science, biology of the living earth, chemistry (pending student enrollment) algebra 1, geometry, and algebra 2. Students will be required to attend class daily for 105 minutes to receive instructional guidance and support completion of assigned online activities. In addition the work they complete in class, it is expected that students will work at least 2 hours/daily outside of class to complete their assigned activities. Each teacher will be assigned two groups of students to provide content and platform support and monitor progress.

Teacher responsibilities include: facilitate the online course; provide support and instruction to help students navigate the online platform; set, communicate, and uphold student behavior and academic progress; provide general and specific content support; provide feedback to students and parents, proctor in-seat exams. Prior to the beginning of summer school, teachers will receive professional development to ensure fluency of the online program and will be provided time

(paid academic hourly) to collaborate and develop offline content labs to teach academic material essential to student understanding and create materials to support student progress monitoring. Teachers interested in collaborating to create an innovative and effective approach to learning are encouraged to apply.

Senior “SUMMER GRAD” Credit Recovery Teacher

Senior students may enroll if they are within 10 credits of graduating. Students will be required to attend class 2 hours/day for each 5 unit class, for three weeks to receive instructional guidance and support completion of assigned online and offline activities.

Teacher responsibilities include: facilitate the online course; provide support and instruction to help students navigate the online platform; set, communicate, and uphold student behavior and academic progress; provide general and specific content support; provide feedback to students and parents, proctor in-seat exams. Prior to the beginning of summer school, teachers will receive professional development to ensure fluency of the online program and will be provided time (paid academic hourly) to collaborate and develop offline content labs to teach academic material essential to student understanding and create materials to support student progress monitoring. Teachers’ with multiple content credentials preferred. Teachers interested in collaborating to create an innovative and effective approach to learning are encouraged to apply.

Math and Science Blended Credit Recovery TOSA

SVUSD Summer School credit recovery is a blend of online and in-seat coursework. Students will be required to attend “daily lab” (105 minutes a day, 4 days a week, for three weeks) to receive instructional guidance, support completion of assigned online activities, and facilitate learning activities. It is expected that students will work at least 2 hours/daily outside of “lab” time to complete their assigned activities. Each teacher will be assigned two “lab” groups of students to provide content and platform support and monitor progress.

TOSA responsibilities include: working with and facilitating teacher creation of offline content labs to teach academic material essential to student understanding and create materials to support student progress monitoring; assist the summer school coordinator and principal in the implementation and supervision of the summer school program; provide daily supervision of the school including student discipline, school safety, and direct emergency procedures; other duties as assigned.